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ABSTRACT

The goal of a one-year vocational education teacher training program was to upgrade the subject matter, teaching skills, and qualifications of vocational education teachers from the postsecondary Micronesian Occupational Center and the secondary schools of the districts of the Trust Territory of the Pacific Islands by facilitating the participation of seven such educators in a full-time twelve-month program of undergraduate studies and related activities in the University of Hawaii. The participants were at different stages in their progress towards a bachelor's degree in secondary education with academic majors in trade, industrial, and technical education, business education, or vocational agriculture. They took whatever courses were necessary in the general education core, professional education core, or vocational (major) area to advance towards their degree goal. By the end of the one-year program three participants had completed all requirements for the bachelor's degree and two participants had completed all requirements for an associate's degree. A participant who entered as a freshman completed thirty-one credits towards the bachelor's degree. All participants (except one) returned to their districts and are currently holding teaching or administrative positions in postsecondary and secondary institutions in the Trust Territory and the Northern Marianas. (BL)

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VOCATIONAL EDUCATION TEACHER TRAINING PROGRAM
TRUST TERRITORY OF THE PACIFIC ISLANDS
July 1976 - October 1977

TT GRANT NO. 176-88

Edited by:

BARBARA LUCKNER, Project Coordinator

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The project presented herein was performed pursuant to an agreement made by and between the Government of the Trust Territory of the Pacific Islands and the College of Education of the University of Hawaii.

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PREFACE

The project described in this report was made possible through a contractual agreement between the Department of Education of the Trust Territory of the Pacific Islands and the University of Hawaii College of Education with grants from the U.S. Office of Education under the provisions of the Education Professions Development Act, Part F, Section 553.

The contractual agreement provided for a one-year vocational education teacher training program for selected teachers from the Micronesian Occupational Center and from each district of the Trust Territory as part of a degree program at the University of Hawaii, Fall 1976 through Summer 1977.

Mr. David Ramarui, Director of Education for the Trust Territory of the Pacific Islands, Mr. Wilhelm Rengiil, Director of the Micronesian Occupational Center, and Mr. Loren Peterson, Coordinator of Vocational Education for the Trust Territory of the Pacific Islands, together with Dr. Philip Helfrich, Associate Dean of Research, Training and Special Programs, Dr. Hubert Everly, Dean of the College of Education, and Dr. Lawrence Zane, Professor of Education in the Department of Curriculum and Instruction (Trades and Industry Program) University of Hawaii, were involved in the drawing up of the contractual agreement and the administration of the project.

Mr. Royal Gifford, Coordinator of Special Training at the Micronesian Occupational Center, and Ms. Barbara Luckner in the Department of Curriculum and Instruction, University of Hawaii, were responsible for coordinating the project activities.

This report will briefly describe the project, concentrating on those aspects for which the University of Hawaii College of Education representatives were responsible under the contractual agreement.

The Project Director and Coordinator from the University of Hawaii gratefully acknowledge the assistance and cooperation of the many administrators, faculty and staff members in the Department of Education of the Trust Territory of the Pacific Islands, the Micronesian Occupational Center, the College of Education, the College of Continuing Education and Community Service, the Office of Admissions and Records, the Community Colleges in the University of Hawaii system, the Hawaii State Department of Education and the Office of the State Director for Vocational Education, who are too numerous to mention by name, but without whose help this project could not have been successfully accomplished. Special thanks are extended to Mr. Ignacio Villanueva, the Trust Territory Student Services Coordinator in Honolulu, whose willing and cheerful assistance throughout the project was invaluable.

VOCATIONAL EDUCATION TEACHER TRAINING PROGRAM
TRUST TERRITORY OF THE PACIFIC ISLANDS

I. Introduction

In-service vocational teacher training has received high priority in the recommendations of the Vocational Manpower Advisory Council of the Trust Territory of the Pacific Islands contained in their recent annual reports. Since the Trust Territory does not have a four-year degree-granting institution, few of the vocational teachers in the Trust Territory possess formal teaching qualifications in their subject area.

Since 1974, cooperative arrangements between the Government of the Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii (UH) have been designed to offer a systematic program of UH credit courses in successive Summer Sessions at the Micronesian Occupational Center (MOC) in Koror, Palau, making up the Professional Education Core requirements of the UH College of Education program of studies for a Bachelor of Education (B.Ed.) degree in secondary education with an academic major in trades and industry and technical education.

It was, of course, recognized that participants could not receive such a degree without a period of residency in the University of Hawaii and a student teaching assignment in Hawaii's schools even if they had satisfactorily fulfilled all the other General Education and Professional Education Core requirements.

Consequently, the contractual agreement between the Government of the TTPI and the UH for the 1976 Summer Session at MOC included a planning phase for a one-year vocational education teacher training program to be held at the UH during the academic year 1976-77 and the Summer Session of 1977.

During this planning phase, the contractual agreement for the project described in this report was drawn up and initial preparations were made for the administration of the program. (See Final Report: Micronesian Occupational Center Vocational Education Teacher Training Program, February-October 1976, TT Contract No. 176-42)

II. Goals and Objectives

The overall goal of the one-year vocational education teacher training program was to upgrade the subject matter, teaching skills and qualifications of vocational education teachers at MOC and in the secondary schools of the districts of the TTPI by facilitating the participation of seven such educators in a full-time twelve-month program of undergraduate studies and related activities in the University of Hawaii system during the Fall 1976 and Spring 1977 semesters and the two terms of the 1977 Summer Session.

Specific objectives of the University of Hawaii were:

1. To provide a full-time program of studies within the University of Hawaii system to best meet the specific educational needs and degree goal of each participant.
2. To offer a special required core course for discussion of current trends and issues in vocational education relevant to the TTPI and participant in-put into the on-going program.
3. To provide additional educational experiences, activities and field trips beyond the recommended coursework to increase the participants' effectiveness as vocational educators and to enable them to benefit fully from the twelve-month period in Hawaii.
4. To facilitate each participant's compliance with admission, immigration, medical and registration procedures of the UH system, the transfer of previously earned credits within the guidelines established by the appropriate UH campus and the continuation of the participant's program leading to the B.Ed. degree.
5. To facilitate each participant's progress towards his or her educational goal by providing an orientation session, tutorials where necessary, and on-going academic advising.

6. To submit three reports during the twelve-month period, at the end of the Fall semester, Spring semester and Summer Session, to the Coordinator of Vocational Education of the TTPI.

III. Strategy

Selection of Candidates

Candidates and alternates were chosen by the District Vocational Education Supervisors (DVESes) and the Director of MOC in conjunction with the Coordinator of Vocational Education of the TTPI to submit applications to the UH.

The UH project coordinator met with these adminstrators and most of the selected candidates in the different districts of the TTPI during May 1976 to clarify eligibility requirements and admission procedures. Close correspondence was maintained with all the candidates in order to expedite their applications through the UH Office of Admissions.

Admission of Participants

Fourteen vocational education teachers were accepted for admission to one of the UH campuses for the Fall 1976 semester. Of these, seven were selected by the administrators in the TTPI to receive professional leave for the academic year and an EPDA award consisting of a monthly stipend and small book allowance to participate in the one-year program towards a B.Ed. degree in Secondary Education. Two instructors were selected from MOC and one each from the districts of Palau, Yap, Saipan, Truk and Ponape.

Orientation for Participants

Orientation materials were prepared and sent to the recipients of the EPDA awards. Travel arrangements were made for each participant

from the respective district to Hawaii, and the necessary documents were prepared. Housing arrangements were made in conjunction with the Trust Territory Student Services Coordinator in Honolulu.

The UH project staff contacted vocational educators in Hawaii interested in being special friends to the participants. (see Appendix B). An initial meeting with these people took place on August 13, 1976 and a get-together for the in-coming students was held on August 27.

The services of the International Student Office on the UH Manoa campus were utilized for a general orientation to the UH programs, services and facilities. Mailboxes in the project office were assigned to each participant for on-going communucation throughout the year. Arrangements were made for the monthly stipend to be issued to each participant through the project office. A study room near the office with typewriters and supplies was provided for the students' use during school hours, evenings and weekends.

Academic Advising

The project director and coordinator met individually with each participant to determine his or her program of studies and to go over the registration procedures. For those accepted into the College of Education at the UH Manoa, arrangements were also made for them to see a counselor in the Student Services Office of the COE. For those accepted at campuses other than Manoa, contact was made with the Registrar and counselors, and the participants' programs were planned in conjunction with them.

Close communication was maintained with all the participants and academic advising and counseling continued on a one-to-one basis

throughout the year. The project coordinator visited the students on the islands of Maui and Hawaii.

Program of Studies

The ultimate goal for each participant was a B.Ed. degree in Secondary Education with an academic major in Trades and Industry and Technical Education, Business Education or Vocational Agriculture. The participants were at different stages in their progress towards this goal when they entered the UH in Fall 1976. Two had had no formal post-secondary education beyond special summer session courses or courses at a non-accredited two-year institution. Three had received Associate in Science degrees from accredited two-year colleges; one of these also had an Associate in Arts degree. Two had taken courses through the junior year at an accredited four year college. In addition, three of the participants had received UH credits in education courses from the Summer Sessions at MOC. All of them had a considerable background and teaching experience in their vocational area.

The participants took whatever courses were necessary in the general education core, professional education core or vocational (major) area to advance them towards their degree goal.

Of the three participants who were not initially accepted at the UH Manoa, one transferred to Manoa in the Spring semester and one took courses at Manoa during the Summer Session; the third pursued his program throughout the year at the UH Hilo.

For those at UH Manoa, a special core course was designed to give them the opportunity to discuss vocational education topics related to

the Trust Territory and to initiate educational activities that would be informative and professionally beneficial to them as vocational educators.

Tutorial assistance was available to those who needed it, either through the UH Student Services Kokua project, the Writing Workshop or informally from the project staff. It was found that most of the participants took advantage of the informal tutoring particularly for courses in the general education core outside their field of specialization.

Other Activities

A number of extra-curricular activities were arranged throughout the year. These included meetings with vocational educators, field trips to educational institutions, businesses and industries, an interim trip to Hawaii and Maui to visit the institutions on those islands, as well as social events where the participants could meet with their colleagues and fellow students in an informal setting.

The participants were kept informed of all the relevant national, state and local conferences, workshops, meetings, fairs and exhibitions held in Hawaii during the year. They were encouraged to participate in these events as far as the demands of their courses would allow.

Progress Reports

The project staff were in close communication with all the participants throughout the one-year program. The personal mailboxes in the office ensured almost daily contact with those participants in Honolulu, and as they received their stipend each month from the office, this provided a good opportunity to discuss any problems that might have arisen. Students on Maui and Hawaii had access to the WATTS telephone line and communication by phone and written correspondence was frequent. The project director and coordinator also visited the students on the Neighbor Islands. Current files were maintained on all the participants and their progress was carefully monitored.

Progress reports on each of the participants were prepared and sent to the respective District Vocational Education Supervisor, the District Director of Education, the Coordinator of Vocational Education for the TTPI and the Director of MOC, when the final grades were issued at the end of the Fall and Spring semesters and the second Summer Session term.

The reports included the courses taken, credits and grades received, events attended and additional courses remaining in their degree program.

IV. Results

All of the participants in the program were classified as full-time students carrying a minimum of twelve credits in each of the two regular semesters and between five and nine credits in each term of the Summer Session. Some of the participants earned considerably more than twelve credits during the Fall and Spring semesters. Three students successfully completed student teaching or internship assignments two in local secondary schools and one in a community college. All maintained the necessary 2.0 (C average) grade point ratio to continue as non-probationary students in the following semester. The final cumulative grade point ratio for all particpants ranged from 2.0 to 3.3 on a four-point scale.

By the end of the one-year program, three participants had completed all requirements for the B.Ed. degree and two participants had completed all requirements for the A.A. degree. One participant returned to the UH at Manoa for a student teaching assignment in the Fall 1977 semester and is expected to receive a B.Ed. degree in Summer 1978. The participant who entered as a freshman completed thirty-one credits towards the B.Ed. degree.

Apart from the one participant who is presently continuing her degree program at the UH, all the participants returned to their districts at the end of the program and are currently holding teaching or administrative positions in post-secondary and secondary institutions in the Trust Territory and the Northern Marianas.

V. Summary

The Vocational Education Teacher Training Program was designed to upgrade the subject matter, teaching skills and qualifications of a selected number of vocational education teachers from the post-secondary Micronesian Occupational Center and the secondary schools of the Trust Territory of the Pacific Islands.

A full year's program of study at the University of Hawaii was developed to advance each of the selected participants towards his or her educational goal. In addition, related activities were planned to give participants those educational experiences and opportunities that would add to their professional knowledge and effectiveness as vocational educators.

This integrated program of courses and related educational activities was combined with orientation sessions, on-going academic advising, counseling, tutorials, social activities and constant communication between the participants and the project staff that ensured as far as possible smooth adjustment to full-time study at the University and life in Hawaii.

Highly motivated and competent vocational educators were selected by the administrators in the Trust Territory, and they took full advantage of the opportunities provided during the one-year training program at the University of Hawaii. As a result, three of the participants returned to their districts with a B.Ed. degree, and two with an A.A. degree. A sixth participant will receive a B.Ed. degree after one more summer session. All received credits in general education, professional education and vocational courses, together with increased knowledge and skills from related experiences that will be beneficial to them as professional

vocational educators and consequently to their students.

The University of Hawaii has been privileged to be a part of this professional development endeavor initiated by the representatives of the Trust Territory of the Pacific Islands for the improvement of vocational education.